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ABSTRACT

Information of personal preferences is needed to tailor existing postsecondary programs to the needs of older learners. A personal preference survey was conducted to explore adult preferences for postsecondary learning, factors which facilitate or impede enrollment, and the use of local educational opportunities. Subjects (N=254) were 25 years of age or older, had completed the equivalent of high school, and lived in the South Coast area of California. Nearly all had once been enrolled in a postsecondary program: thus, their interests were primarily academic. Some, 26%, had specific plans for future enrollment, but the majority, 55%, were only somewhat interested. Scarce personal resources, i.e., jobs, limited time, home and child care were defined as barriers to postsecondary education: institutional barriers became more salient deterrents once specific plans were made to return to school. Facilitators for converting educational interests to actual plans appeared to be nonexistent and have a minimal impact on barrier reduction. Interest in postsecondary education was most often motivated by occupational aspirations. Although geographically specific, this research reflects nationwide trends in adult postsecondary education. (NRB)

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PREFERENCES, BARRIERS, AND FACILITATORS FOR POSTSECONDARY EDUCATION IN A SOUTHERN CALIFORNIA URBANIZED AREA

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INTRODUCTION

As early as the middle of the 1960's a major survey of adult education in the United States called attention to the potential impact of shifts in population and labor force composition on the educational system and the urgent need for a restructuring of American education to accomodate them.[1] The 1970's have realized these shifts. Aspiring to an affluent life style, young adults from the baby boom cohorts continue to seek career training opportunities in order to gain an advantage in an increasingly competitive labor market. The proportion of elderly continues to increase and by 2030 may comprise up to 17% of the population.[2] These individuals are intellectually and socially active longer than their predecesors and are undertaking additional educational activity in greater numbers than ever before. Between 1969 and 1975, the number of adults aged 55 years and older rose by 78%.[3] The percentage of employed women has increased substantially since 1940 so that females now comprise nearly half of the work force. Furthermore, adult women at nearly all life stages seek an occupation as a complement to family responsibilities and are either using training or pursuing it. Finally, in the past decaade, more adult males have seriously considered second careers and seek the retraining necessary for them.

In the early 1970's, leaders in the field of adult education[4] challenged the system of American education to devise a model of continuing education that would both inhibit the inevitable obsolescence of formal training that comes with age and recognize the value of experiential learning that comprises a major part of adult development. As a solution, they proposed a shift from the prevailing model of core education, a model where schooling is

acquired early in life, to a system of continuing education or "lifelong learning." At the time, leaders feared their policy recommendations would"...fall on deaf ears, especially if they call for greatly increased expenditures of public funds".[5] However, the baby boom cohorts are now past the usual period of formal schooling and the fear has all but subsided. Left with overbuilt campuses, college administrators are now dealing with an overwhelming financial concern: how to reverse declining enrollments.

Cognizant that reversing enrollment declines can be an alternative to closing campuses, college administrators seek useful data on what adults want from postsecondary education. But research that attempts to identify the determinants of adult learning activity that are subject to public control (e.g., tuition, location, the GI bill, and admissions policies) is too global to illuminate the factors weighed by prospective students prior to entry into postsecondary educational activity.[6] Clearly, information on personal preferences is needed to inform the decisions that tailor existing postsecondary programs to the needs of older learners.

The basis of this report is an exploratory survey designed to inform the University of California, Santa Barbara campus administration of the local community's postsecondary educational needs, interests, and concerns. The State of California has long been an innovator in higher education. Thus, the campus concerns and community preferences assessed in this survey are suggestive of situations campus and legislative policy makers will face elsewhere. The findings and recommendations reported here should be of interest nationwide.

THE SURVEY

The goal of the survey was to determine personal preferences in postsecondary education in order to derive policy recommendations for use in planning future postsecondary continuing education programs. But assessment of personal preferences alone provides an inadequate base for decision making. Costs are involved regardless of the reasons why adults engage in postsecondary education. Program expenses are incurred, transportation must be found and financed, care for dependents must be arranged, and earnings may be forgone during the time spent in school. Thus, in order to relate preferences to effective demand, the inconveniences adults are willing to bear in order to obtain a desired service must be assessed. To provide services efficiently, costs that unnecessarily interfere with their provision also need to be identified.

To achieve the goal of this survey, three general areas of information were examined among those respondents engaged in postsecondary education to some degree:

1. preferences adults have for postsecondary learning activity,
2. factors which are perceived to facilitate or impede enrollment in adult learning activity, and
3. use of local educational opportunities.

People have experienced postsecondary activity in different ways. Some individuals have never participated in postsecondary activity, do not intend to, and are completely uninterested in it. Others, while interested, have never been involved with adult continuing education. There are those who are planning involvement, and finally, those who are currently or

have been previously involved with adult learning activity. It is likely that different experiences with adult education will affect an individual's current assessment of cost and personal preferences for the service.

To ascertain differential preferences, each subgroup of "positive" respondents, that is, those who were either enrolled, had plans to enroll, or were interested in enrolling, were probed for information about their reasons for participating in postsecondary activity. All (about 75% of the total sample) were asked a series of questions about the conditions related to learning activity and involvement patterns, including substantive interests, reasons for training, and associated demographic factors. Uninterested individuals (about 25% of the total sample) were asked for their reasons for noninvolvement.

Adult education is primarily a voluntary activity and not a normative or required one (unlike typical work and family roles). Because adults must make a conscious decision to enroll, facilitators and barriers are integral to adults' actual educational behavior. Facilitators such as counseling, financial aid, and methods of instruction are examples of conditions that might increase the likelihood of adults' enrollment in postsecondary activity. Barriers such as expense, course scheduling, and transportation are expected to reduce the chances of adult postsecondary activity but not to inhibit activity altogether. Some barriers may be unnecessarily prohibitive to adults interested in postsecondary learning activity.

To ascertain the factors which are perceived to facilitate or impede enrollment in adult educational activity, individuals who had made plans to enroll (that is, had decided where and when to enroll) were asked questions about commitments which compete with postsecondary activity. Interested respondents (those who thought they would like to enroll but had not committed themselves to a specific program) were asked about factors which inhibit formation of concrete plans. All subgroups of "positive" respondents were probed for information about counseling, course formats and scheduling, tuition, transportation and safety, and public financing of education.

For the purposes of this survey, the target population was restricted to men and women who were 25 years of age or older (the oldest interviewee was 95) in 1978, who had obtained a high school diploma or its equivalent, and who lived in the "South Coast Area." Ninety-five men and 159 women comprised the sample. The geographic area, defined by the U.S. Bureau of the Census, is the urbanized region of Santa Barbara County which extends along the Pacific Ocean, south of the coastal range from Ellwood to Carpinteria. In May, 1978, potential respondents from the South Coast Area were sampled through random digit dialing, a scientific sampling procedure, for a 20 minute interview on their adult learning activities.[7,8] Of the potential respondents actually contacted, (about 33% of all numbers dialed), 44% consented to an interview, 35% refused, and 21% were unavailable. A representative cross-section of the South Coast Area was obtained; consequently, the sample was predominately white and fairly affluent, although representative of the population characteristics of the target area. Nearly 49% of the respondents were employed full-time, 12% part-time and 39% were unemployed. The unemployed were primarily retired (16% of the total sample), housewives (9%), students (6%), and others (8%).

PREFERENCES FOR POSTSECONDARY EDUCATIONAL ACTIVITY

Postsecondary educational activity exists in a variety of forms, therefore, a comprehensive definition of adult learning activity was used to capture the range of adult learning possibilities. The definition used in this survey included learning activities through college, technical or business courses, courses conducted by social, cultural, religious or union groups, private lessons, and library or television study. On the basis of this definition, adult learning activity proved to be a popular course of action: a total of 91% of the respondents either had participated or were current participants in some form of adult learning activity, 60% within the last two years. In other words, benefits had at some time outweighed costs for nearly all respondents. This high rate of enrollment has been characteristic throughout California, as others have noted but not explained.[9]

Degree aspirations, substantive interests, and demographic characteristics of respondents currently enrolled, interested, or planning enrollment clarify the South Coast Area's high rate of enrollment. A surprisingly high proportion of respondents selected conventional degree programs for postsecondary activity. Nearly 50% aspired to post baccalaureate credentials, 30% thought they would eventually seek a master's degree, and 19% would eventually seek a doctorate or professional degree. Twenty-one percent aspired to the baccalaureate. It is surprising that the associate degree was not a popular choice, because it is typically assumed that high rates of postsecondary activity exist, particularly in California, because of community colleges which have open door policies and are often conveniently located. Of course, the question remains whether the South Coast Area is

in general representative of California. If so, the high rate of educational activity in this state can be explained largely by the high interest in continuing education as a legitimate route to post-baccalaureate credentials.

Another surprising finding was the distribution of preferred substantive interests. Arts and sciences were selected by 29% of the sample. Hobbies and recreation followed, with 18% of the sample selecting this category. Seventeen percent identified non-professional vocational interests and 16% selected professional vocational interests. These were followed by personal development (7%), home and family interest (4%), and public affairs (1%) as preferred interests. Clearly, the highly educated respondents preferred postsecondary activity in conventional educational programs which emphasize scholarly or career training, and they were far less interested in programs which cater to avocational interests. It was not surprising that most of the respondents (65%) feel that credit should be granted for adult learning activity and applied toward a degree or certificate. While these results may not be generalizable beyond the South Coast, it is clear that the local institutions of higher education have a large market upon which to draw.

Additional insight into the South Coast Area's high enrollment rate was obtained by relating involvement patterns and preferences to two demographic characteristics: age and marital status. Both revealed the attractiveness of postsecondary activity as an investment good early early in adulthood and a consumption good later in life.

While 56% of the respondents expressed interest in adult learning activity, regardless of current interests, if it would lead to a new job,

career, or a promotion, adults through their late 40's were particularly interested in continuing education for job related reasons. Respondents over 40 mentioned personal enjoyment most often. Respondents over age 50 also sought social enjoyment and were not interested in furthering formal education. Clearly, early in the life course, individuals expect the educational system to serve as preparation for career entry. Once training is accomplished, individuals expect to derive personal enjoyment for the postsecondary activity they seek. Later in life its function changes once again when individuals become interested in sharing their unique life experiences with their peers. With friends and spouses dying, educational settings provide a unique opportunity to meet new people. On the other hand, the elderly may also feel that an investment in occupational training for a limited career simply will not pay off economically.

Marital status also clearly affected preferences for postsecondary activity. Individuals who were separated, divorced or never married were more interested in postsecondary activity for job training. Currently married and widowed (the older respondents) sought personal enjoyment in adult learning activity. Thus, individuals without a spouse, except older persons, are like younger adults; they seek learning activity for job related reasons. For geographical areas with a high rate of marital disruption, such as exists in Southern California, institutions of postsecondary learning have a large potential audience.

While most respondents preferred postsecondary learning activity, 28% stated a lack of interest in becoming involved in the future. Most uninterested respondents found that resources necessary for enrolling were in direct competition with those demanded by other important aspects of their lives. Nearly half of these respondents either implicitly or explicitly mentioned time as the scarce resource. Nearly 25% specifically mentioned time, while 14% mentioned job responsibilities and 7% mentioned home responsibilities. In contrast, lack of interest was mentioned by only 7%, and advanced age was a sufficient reason for just 14% of this group.

Individuals who felt they had no economic advantage to gain from enrolling tended to be uninterested. This included those employed full-time or unemployed and not seeking work, individuals who were employed in prestigious occupations, and those at either end of the income distribution, that is, the very wealthy and the very poor. Individuals seemed to use postsecondary activity as an instrumental activity not a leisure activity. If it could not be used instrumentally, it was not sought.

To summarize, perferences and involvement patterns for postsecondary activity were assessed in this survey. Nearly every respondent was or had been engaged to some extent with postsecondary activity. Overall, aspirations were high and interests were primarily academic. Certain demographic characteristics were associated with the tendency to use postsecondary activity as an investment. Those who felt no need to use postsecondary activity instrumentally were uninterested in it.

BARRIERS AND FACILITATORS

While nearly everyone in the sample had at some time been enrolled in a postsecondary learning activity, most of the respondents were not enrolled at the time of the survey. A quarter had plans for enrolling (26% of the total sample) and the majority were only interested in enrolling in the future (55% of the sample). Thus, while preferences indicated an overwhelming involvement in postsecondary education at one time or another, effective demand at a given point in time was only moderate. Identifying barriers perceived by subgroups differentially involved with adult learning activity, that is, those interested, planning, or actually involved, clarified their role in limiting effective demand. Facilitators which are generally regarded by educators as improving chances of enrolling clarify which barriers are immutable, which can be overcome to some degree, and which are unnecessary inconveniences.

The most frequently mentioned barriers among respondents who were interested in adult learning activity were those most directly associated with allocation of scarce personal resources. In order of priority they were job responsibilities (27% of this subgroup), limited time (26%), and home and child care responsibilities (12% for each factor, respectively). Taken together, cost, transportation, and all other factors were the major deterrants for 9% of the sample.

At all ages, men and women were equally interested in postsecondary activity, but women were more successful than men at converting interest in postsecondary activity to plans for it. In addition to gender, advanced age was also systematically associated with barriers which interfered with plans for adult learning activity. Men, like older respondents,

tended to identify lack of time, job responsibilities, cost, and lack of energy as factors inhibiting interest. Men, in particular those who were employed full-time or part-time and looking for full-time work, had not made plans. Evidently, men, seeing themselves as the primary wage earner, felt they lacked enough discretionary time to invest in adult learning activity, even though they were interested in it. Women overwhelmingly identified child and home responsibilities as interfering with plans for adult learning activity. If child responsibilities were mentioned, mere presence of children was not the effective barrier. Rather, number and age of children significantly deterred converting interest to plans for postsecondary education. Women with three or more children and with young children under the age of two were less likely to implement plans. Most mothers felt, however, that satisfactory alternative sources of child care would effectively eliminate this barrier for them. But, if home responsibilities were mentioned, women felt that there were no satisfactory alternative sources of support for their caretaking responsibilities upon which they could call so that interests could be converted into plans for postsecondary activity. Thus, like men, women's traditional gender role responsibilities were effective barriers to implementing plans, but some women's perceived barriers were more flexible than those perceived by men. Lack of transportation was less of a problem for women. Institutional and related factors were also mentioned but were far less important among interested women than among interested men. These included administative red tape, inconvenient meeting times, insufficient motivation and self confidence, and indecisiveness.

In general, the major barriers identified by respondents interested in, but not actively pursuing, postsecondary activity were determined by either personal or situational factors, not institutional ones. These barriers, more than any others, defined effective demand for postsecondary education. Activities like adult learning activity compete against normative adult activities for investment of personal resources and these limited resources are effective barriers to adult learning activity. Although facilitators should effectively counterbalance some of them, the impact of those examined in this survey was limited.

Once plans were made, institutional and other structural barriers become salient to both men and women as deterrants to postsecondary activity. These barriers included tuition and scheduling, transportation and parking arrangements, and travel and safety on the streets. Tuition was most significant among the structural barriers, and the one about which respondents had clear opinions.

Half of the enrolled, unsupported adult learners paid no tuition for their educational program. Among the other half who actually paid tuition, 20% paid less than $30 and 18% paid $120 or more; very few respondents fell between these extremes. This distribution did not deviate much from the dollar amounts all positive respondents were <u>willing</u> to pay.

Relief from the financial burden of postsecondary activities came from one of two general sources, scholarships and public subsidy of adult education. An overwhelming proportion (82%) of all positive respondents thought that adult educational activities should be supported by public money and only 12% felt that public money should not be used in this way.

Among the 82% who felt education should be subsidized, 44% felt that up to half of the cost should be covered. An additional 30% felt expenses anywhere from more than half to the entire set of costs should be covered, bringing the total to nearly three-fourths the proportion of respondents who felt adult learners are entitled to subsidizing. Given that most believed that public money should be available to fund them, it seems that these respondents perceived cost to be an unnecessary inconvenience to their adult learning activity.

Respondents' opinions about public financing could be based in part on the general availability of financial aid for adult learners. A minority, only slightly over one-fourth of those enrolled at the time of the survey, were receiving some form of financial assistance, and this tended to fall to specific subgroups of adult learners. Younger respondents of both sexes, those enrolled in conventional settings for postsecondary education such as four year colleges and graduate programs, and those eligible for government financial aid programs like the G.I. Bill tended to be recipients of financial assistance, while currently married respondents, the elderly, and those employed full-time or part-time and looking for full-time work were less likely to receive aid.

Other structural and institutional barriers had less impact on effective demand for postsecondary education. Course scheduling was surveyed extensively because adult learning activity competes for the scarce resource of time. Most adults (67%) specifically preferred some part of the regular academic year, from September to June, for attending programs but there was a slight demand (by 5% of the respondents) for summer scheduling. Most (75%) preferred the typical work week (Monday through Friday) for

attendance, but there was a slight demand for weekend classes. It was with course times that adults preferred less conventional scheduling. Preferred parts of the day for courses broke down as follows: evenings (6-10pm), 31%; did not matter, 27%; early morning (7-10am), 23%; late morning (10-12am), 7%; early and late afternoon (12-6pm), 5%; and noontime, 3%. Thus, the only institutional feature that was problematic and an unnecessary inconvenience for adult learners was scheduling of class meeting times during the day.

Among other factors surveyed, transportation and parking was of no concern to 66% of the respondents, although they were quite problematic for the elderly. Among the rest of the respondents, parking was a greater concern than transportation. Respondents considered spending a considerable amount of time traveling, up to 90 minutes, although the model response was 30 minutes. Respondents were willing to commute up to 60 miles from the immediate area, although most preferred to remain within a 15 mile radius of the South Coast Area. Lastly, safety on the streets was a concern for 25% of the men but 75% of the women. Given that institutions can minimize this inconvenience, its presense is an unnecessary barrier for most women.

Specific institutional features like course formats can be barriers, because they can detract from adults' anticipated satisfaction with adult learning activity. They may, however, increase effective demand if they are a desirable experience; thus, they facilitate converting interests to plans. Therefore, many adult educators are concerned about the appeal of the course format they offer. Respondents who were interested but had not yet committed themselves to plans or activity preferred non-traditional

methods such as fieldwork and group discussion, although not overwhelmingly. The extent to which these preferences actually interfered with effective demand was not directly addressed but traditional and non-traditional methods were ranked about equal in appeal. Evidently, traditional course formats are not a major deterrant to effective demand. Among the currently enrolled respondents, a majority (62%) were taught through lecture format. Thus, most of the adults who were participating did not let traditional teaching methods interfere with their satisfaction with the activity. On the contrary, many felt that lectures were the most efficient use of their time and provided the clearest presentation of material. A far smaller percentage, 22%, were being taught through group discussion, although this group clearly preferred this format above all others. Elderly students, however, had a strong preference for non-traditional formats because they felt a specific contribution to course content can be derived from fellow students, a possibility all but eliminated in the lecture mode.

Counseling is generally assumed to facilitate enrollment by assisting students in identifying educational interests, opportunities for pursuing them, and strategies for being an effective student. As such, it offers a direct intervention for overcoming barriers and increasing effective demand. Over half of the respondents (52%) involved to some degree with adult learning activity have sought educational counseling, although the quality of the experiences as a facilitator varied overall. Two-thirds of all counseling was sought for routine matters of academic orientation: available programs, matriculation, course selection, and improving study habits. Respondents who sought this kind of information generally felt that counseling was helpful. The remaining one-third sought counseling for

other reasons and felt it did not help. Negative comments focussed on the inability of counselors to advise students on the demand for persons with training in which they were engaged or how specific programs could meet their particular needs. Some respondents, especially the older ones, simply felt they did not need advising.

Findings indicated that counseling was not as effective a facilitator as it could be. In short, it was a facilitator for those who had already committed themselves to a program of activity, but it was not effective in increasing effective demand. Fifty-six percent of the positive respondents said they would consider adult learning activity if it led to a new job, promotion, or a career, by providing them with new skills and knowledge and self confidence in order to increase earnings or to improve job conditions or status.

Ambiguity over opportunities for professonal and technical specialities no doubt plays an important role in adults' selective commitment to retraining for second careers or career entry. Counselors at all local centers of adult learning can greatly facilitate commitment to adult learning activity if they provide more information than they currently do about the advantages and disadvantages of entering a given field or program, the likelihood of successfully completing the program, the chances of finding employment after graduation, and the availability and location of job openings.

In summary, different barriers and facilitators were perceived as salient by groups differentially involved with postsecondary activity. Scarce personal resources, more than any other barrier, defined effective demand for postsecondary education while structural and institutional

barriers have a more crucial effect on the degree of demand once a commitment to involvement was made. Facilitators were virtually non-existant for converting interests to plans, and they had only minimal impact on reducing barriers for those who had declared an intention to pursue a program of adult learning. Institutional and structural modifications in policy and services offered could make these facilitators more effective.

LOCAL OPPORTUNITIES

Introducing a two-year college in an area that previously lacked one has been found to be one of the major determinants of increasing effective demand for adult postsecondary education. In the past, four-year colleges have not had comparable impact on adult enrollment levels.[10] The urbanized area surveyed for this study had all forms of postsecondary porgrams represented including an adult education program, proprietary schools, a community college, a public university with a graduate division, and a private non-residential graduate institution. Our results suggest that the presence of four-year colleges and post-baccalaureate programs should now be of equal if not greater importance as determinants of adult enrollment levels. Local educational opportunities perceived by adults can clarify the relative importance of the different kinds of educational programs in increasing effective demand.

Nearly half (43%) of all positive respondents selected a four-year university of college as the best source of training. However, only 16% of these respondents selected the University of California, Santa Barbara campus as the best site. Santa Barbara City College and Santa Barbara

Adult Education were preferred by 13% and 14% of the respondents, respectively. Thus, results indicated that in the South Coast Area, four-year colleges and universities have replaced the two-year collage in its function of increasing effective demand. In effect, the function of two-year colleges has changed from the status of grantor of terminal credentials to that of feeder institutions for universities. In addition, respondents appear to be informed about the best four-year site to meet their needs. Thus, it seems premature to conclude that adult enrollments may level off or decline because community colleges are now readily available; instead, enrollments may simply increase at a declining rate.

CONCLUSIONS AND RECOMMENDATIONS

With undergraduate enrollments declining, administrators of postsecondary education programs are searching for strategies to reverse this trend. One such strategy is to augment effective demand for education among non-traditional students. The impact that factors such as tuition, the G.I. Bill, and admissions policies which are responsible to public control can have an increasing adult enrollment is fairly well understood. However, as has been noted, these factors are limited in the additional impact which they can have for increasing enrollment levels. As this survey indicated, lifelong learning has an extremely high level of acceptance, but given the rate of actual enrollment, it is essentially an untapped resource for reversing declining enrollments. Thus, it is essential to identify the personal factors affecting how adults engage in postsecondary educational activity so that the responsiveness of educational policy to those factors can be evaluated. Because engaging in adult learning activity

necessarily involves costs, factors examined were those perceived as barriers and facilitators to postsecondary education. Not all barriers had the same impact on individuals in limiting effective damand.

Among those who had not yet implemented their plans for adult education, limited personal resources such as time and energy interfered most strongly with their plans. Furthermore, facilitators such as counseling are unlikely to overcome these barriers. Among those already committed to pursuing adult education, structural and institutional factors such as tuition and class scheduling were the most important barriers. Fortunately, many of these barriers are subject to policy manipulation. For example, tuition rates can be reduced for older learners and class schedules can be modified. These modifications, together with facilitators like counseling, appear to be more useful in overcoming barriers among those committed, but it is difficult to assess the overall impact these measures will have on effective demand. Those factors which are determined or influenced by public policy should be more thoroughly explored.

This survey found that interest in postsecondary education was most often motivated by occupational aspirations. Consequently, there was an overwhelming demand for traditional scholarly programs offering post-baccalaureate professional and academic credentials. Thus, it appears that public funding of the following is called for: (1) conducting needs assessments for graduates of various professional and service training curricula; (2) implementing new and expanding existing post-baccalaureate professional programs; (3) planning for curriculum modifications necessary to serve the older adult learner; and (4) evaluating the cost-effectiveness of these curricula in serving the population.

It is well known that financial cost is a crucial determinant of adult attendance levels, particularly for those individuals seeking community college credentials. However, financial cost was just as important in this survey where primarily baccalaureate and post-baccalaureate programs were sought. It may be that the financial burden one is willing to bear may be greater at more advanced levels of education, so that this factor may be less important in determining the prevailing level of demand in this survey for postsecondary education programs. Nevertheless, an essessment of the "price elasticity" of demand among adult learners should be made before policy decisions are made about tuition. State legislators and administrators of postsecondary programs do have the ability to modify tuition levels for nontraditional students. This along may be a powerful incentive for enrollment, thereby increasing attendance levels. Short of devising special tuition schedules, more financial assistance in the form of scholarships, fellowships, waivers, and loans can be made available. The challenge for state legislators and campus administrators within the State of California is to arrive at an equitable solution within the tax restructuring that followed passage of Proposition 13.

It is important to improve the transmission of information about available programs for older learners. Respondents were often dissatisfied with the kind of information available to facilitate making the appropriate decisions about program selection and entry. Administrators can deal with this effectively by allocating funds to expand existing counseling programs and staff for community outreach servives and programs. The efforts along these lines by the Women's Center at the University of California, Santa Barbara, are commendable. A major effort should be directed at attracting

those groups, such as older women, who are currently underrepresented in postsecondary education but are likely to be quite responsive to expanded opportunities for enrollment.[11] Finally, a remote classroom sites located in settings assessible to the elderly should eliminate their reluctance to travel and thus increase their representation in enrollment figures.

We do not yet know what impact increased enrollment of adult learners will have on our educational institutions. Presently, adult learners seek specific products from educational programs, for example, professional information, skills, and credentials. The extent to which they will become integrally involved with the more "latent" goals of education like value formation and psychosocial development remains to be seen.[12] California has been a leader in education, and this survey indicates some new demands upon the education system and new directions that can be capitalized upon which are well within the purview of public policy.

[1]J.W. Johstone and R.J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (Chicago: Aldine, 1965).

[2]U.S. Department of Commerce, Bureau of the Census "Demographic Aspects of Aging and the Older Population in the United States," Series P-23, No. 59, May, 1976, p. 9.

[3]U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Participation in Adult Education, Final Report, 1969, and unpublished data available in U.S. Department of Commerce, Bureau of the Census, Social Indicators 1976, 1977, p. 309.

[4]T. Hesburgh, P.A. Miller, and C.R. Wharton, Patterns for Lifelong Learning (San Francisco, Jossey-Bass, 1973).

[5]Ibid., p.ix.

[6]John Bishop and Jane Van Dyk, "Can Adults Be Hooked on College? Some Determinants of Adult College Attendance," Journal of Higher Education, XLVIII(1), January-February, 1977.

[7]The sampling procedure used was random digit dialing. A systematic sample (with a random start) was drawn from the telephone directory. This procedure sampled households. The local telephone directory includes all prefixes for the South Coast Areas and thus provided access to all households in the geographic area of interest. Individual telephone numbers were selected by using random start in the telephone directory as the first number. From this number, equal intervals were sequentially measured and marked. The telephone number at the end of each interval was recorded. This procedure was continued until the entire directory was segmented. The length of the interval was determined by estimating the number of listings in the directory and dividing that by the desired

sample size. This procedure was repeated with a new random start once the list of all telephone numbers was exhausted. The last three digits of each telephone number were replaced by random digits to assure that household with unlisted nembers were included in the sample (see S. Sudman, Applied Sampling (New York: Acadmic, 1976). Several attempts were made at various periods in the day and week to obtain an answer for each telephone number. If a household member did not answer the first call, up to four attempts were made at different periods in the day and week to reach the household to which the number had been assigned. After the fourth unsuccessful attempt, the number was discarded. If the number was assigned to a business or wasa non-working number, it was discarded immediately and the interviewer moved to the next number on the list. Once a household member answered, the interviewer began the screening procedure to obtain a list of eligible respondents from within the household. Ultimately, the potential respondent was randomly drawn from this list. If the randomly selected respondent was not at home or the potential respondent consented to the interview but was busy at the time of the call, an appointment was made for a callback. If, once reached, the potential respondent refused the interview, the telephone number was discarded. Only after the potential respondent consented to the interview was it begun.

[8]The entire questionnaire is included in the final report of the survey by Denise D. Bielby and Candice C. Poolman, "Educational Needs Interests, and Concerns of Adults and Elderly in the South Coast: The Survey Report," December, 1978, and is available upon request from the Social Process Research Institute, University of California, Santa Barbara.

The questionnaire was a modification of one K. Robinson and P. Herdendorf designed for a survey of western New York State. It is included in their publication "Final Report of Public Need/Demand for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York," (Buffalo, New York, Program Impact, the Western New York Postsecondary Continuing Education Study, August, 1976) and is available through the ERIC Document Reproduction Service, reference number ED131 783.

[9]Bishop and Van Dyk, note 6 above, p. 41.

[10]Ibid., p. 57.

[11]H.S. Astin, "Continuing Education and the Development of Adult Women," In N.K. Schlossberg and A.D. Entine, Counseling Adults (Monterey, Calif.: Brooks/Cole, 1977).

[12]A. Parelius, "Lifelong Education and Age Stratification," American Behavioral Scientist, 19, 2., November/December, 1975.